DAS Plenary Report

Why a Plenary Report?
Making the Work of the Senate Transparent

Academic Senate work today is more important than it has ever been in California. The sheer number of initiatives galloping towards our colleges means that faculty need to stay informed. Each semester, your Academic Senate leaders attend the statewide plenary sessions held by the Academic Senate for California Community Colleges (ASCCC). Read along to see what we learned and experienced, and please forward any questions to your local senate leadership.

Kate Williams Browne, featured speaker at ASCCC Fall 2017 Plenary session.

Guided Pathways & Democracy in Action
By Kate Williams Browne

ASCCC Plenary Sessions are truly "democracy in action." Attendees have a strong role in all sessions, and both participate and lead many of the activities. For example, I was asked to be part of a Panel Presentation to the First General Session on "Guided Pathways: What's Next?" and was able to present to the ASCCC Plenary participants the work that Skyline College is engaged in. Then, in addition, I attended breakout sessions on the Guided Pathways Award Program, on Student Services Perspectives on Guided Pathways, on Civil Discourse which discussed issues of equity and civic engagement, and on C-ID CTE Pathways.

Plenaries are also opportunities to connect with colleagues. I found those Faculty members who were involved in ECE, Child Development, Psychology, and related fields. Specifically, I connected with Conan McKay, our

Your Next 5 Years:
Chancellor Oakley's Vision for Success
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In July of 2017, the state chancellor for California community colleges revealed his *Vision for Success,* a framework for changing our system as we know it and addressing student success. In summary, the chancellor's clearly-stated goals are:

- Increasing annual transfer to UC/CSU by 35% by 2022
- Increasing the number of students completing career education programs who find a job in their field of study from 60% to 69% by 2022.
- Increasing annual associate degrees by 20%
- Reducing average number of units accumulated from 87 to 79
- Reducing achievement gaps by 40 percent within 5 years; closing gaps within 10 years.

Area B Lead who is also a faculty member of the ECE/CD Department at Mendocino College, and Carrie Roberson, North Representative and ECE Faculty at Butte College. I was able to have relevant ECE conversations with both Linda Collins of the Career Ladders Project who is co-authoring a policy paper about ECE workforce and with Vice-Chancellor Laura Hope.

Finally, ASCCC is open to input from their constituents. The Planning Committee is considering asking our District to present their work on Guided Pathways at the next plenary, and the Executive Council is considering my suggestion to offer an affordable student rate for 1-day Plenary attendance. Good timing, as the Spring Plenary will be held at the San Mateo Marriott next March!

There's a lot in the *Vision*. Much is good and well-intentioned, but a portion has been criticized for lauding backward design as a cure-all for our flagging success numbers statewide. What is clear from the chancellor's statement is a perception that faculty are viewed by some as the problem, not the solution. It is vital that we change this conversation, and the only way to do that is to get involved.

Like it or not, *Vision for Success* will radically guide our lives as community college faculty over the next 10 years. I urge faculty **not** to take a passive approach and let these initiatives be dictated to us; we need to control the processes and the conversations. All faculty should read the *Vision for Success* and engage thoughtfully in the conversations over these initiatives at our campuses. – *Leigh Anne Shaw*

Resolutions That Affect YOU
By Leigh Anne Shaw

You may be arguing for more consultation, or more resources, at your campus. Are you in need of support for your argument? Are you tired of being the last to learn about a new initiative? **These ASCCC resolutions may help you!** You are encouraged to read through the complete list of what was passed at plenary. Here is a guide to highlight a few key ones:

Consult us! Faculty purview over course scheduling, programs and curriculum
- Chancellor Oakley's *Vision for Success* and **issues around metamajors** prompted resolutions *7.08, 7.09, 7.10, 7.12, and 9.01*, which call for faculty input and autonomy.
- Faculty are urged to assert their **purview over procedures for scheduling classes** via resolution *17.01 F17*.
- *7.09, 9.01, 17.02, and 17.08* assert that **guided pathways and metamajors are in faculty purview**, and are thus required to have faculty input.

Students to <u>enter and complete</u> freshman comp and math in 1 year
- **AB 705** was a hot topic; this controversial law requires colleges to maximize the potential that students will <u>enter and complete</u> freshman composition and math in a one-year timeline (ESL students are given three years). Also, the Common Assessment has been terminated. Check out resolutions *3.02 F17 – ESL Equity Impact Caused by Termination of Common Assessment Initiative* and *7.07 F17 – Implementing AB 705 (Irwin, 2017) to Serve the Needs of All Community College Students*.

A fully-online college?
- **FLOW (Flex Learning Options for Workers)** - Without any consultation with faculty, Governor Brown has instructed the state chancellor to "act with dispatch and create a plan to design and deploy a fully online college," essentially adding a 115th college to our system. Resolutions *7.10 and 7.12* speak to concerns over resources currently dedicated to the Online Education Initiative (OEI) and the fact that colleges already have robust online offerings in place.

Informing students about textbook costs
- *13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options* aims to provide guidance for colleges to comply with federal requirements that students be informed of textbook costs prior to enrollment.

Acronym BINGO!

How well do you know your acronyms?

Check answers on the next page!

DAS	CAI	ASCCC	C-ID	ACCJC
IEPI	CCCCO	EPI	Ed Code	MQs
OEI	TMC	**BINGO**	PLN	PRT
CTE	FON	PCAH	SSSP	TOP
CCAP	AB1725	GEAC	ICW	5C

Open Educational Resources and Zero Textbook Cost Degrees

by Diana Tedone-Goldstone

Plenary is a chance to learn more about recent legislation affecting faculty and the colleges and to hear faculty from different disciplines and colleges share their experiences, opinions, and questions. At this fall Plenary, one of the topics I was interested in was Open Educational Resources (OER) and Zero Textbook Cost Degrees. High textbook costs are often are barrier of entry for many students. One way to help reduce cost is to adopt open educational resources, which are course materials freely available online.

I attended a highly informative session on this topic and learned about resources faculty can use to explore OER. One of the most useful is MERLOT (www.merlot.org), an online portal designed and run by California State University Institute for Teaching and Learning. MERLOT has open access textbooks, presentations, labs, quizzes and more. One common concern about OER material is quality. The resources included in MERLOT are reviewed for suitability and many go through a peer-review process before being accepted.

One piece of legislature I learned about was state Senate Bill 1359 (Block, 2016) which requires Community Colleges to identify the schedule classes that exclusively use fee digital course materials. For many courses it might not be possible to adopt zero cost textbooks, but they still may have much more affordable options for students. The ASCCC passed resolution 13.01 F17 "Recognition of Course Sections with Low-Cost Course Material Options" to encourage colleges to develop a way to identify courses with low cost textbooks options. This will give students more information about how much they can expect to pay for textbooks when they are registering for courses.

ASCCC also has an OER Task Force that provides workshops, support for faculty, does needs assessment, makes recommendations to ASCCC and more. Their next meeting in our area is Feb. 10th and I am planning on attending!

The ASCCC Plenary Session
A Local Perspective
By Jeramy Wallace

The California Community College system is the largest educational system in the world with 114 separate colleges. However, each college operates as a distinct institution: we create our own curriculum, we develop our own degree patterns, and we govern our institutions in a myriad of ways. It is easy to feel like the CCC system extends only to our campuses' borders (it is easy to feel like this even in a three college district).

However, the Academic Senate of the California Community Colleges (ASCCC) Plenary Session is a great way to understand, *to feel*, how we are part of something bigger. Every breakout session spoke to some initiative or issue that we are experiencing at SMCCCD – educational equity, Guided Pathways, adjunct parity, and a whole lot more. Every breakout session also allowed me to sit in a room with other professors who had best practices and potential solutions for these initiatives and issues.

The resolution process was also fascinating. The President of the ASCCC and her executive committee works closely with our state Chancellor and his office, just like local senate presidents work with local college presidents and our district senate president works with our district chancellor. The resolution process allows all 114 local senates to create a vision for the ASCCC and to provide guidance for the executive committee as they work with the State Chancellor's Office. The resolution process took three days – existing proposals were amended through a collaborative process, new resolutions were introduced, and they were all voted on that last day of the conference. It

is truly remarkable how every single college had a voice in this process.

It is important to understand that the ASCCC Plenary Sessions are not only for Academic Senate presidents. In fact, they are not only for members of the Academic Senate. Any member of the faculty can attend. All that is required is an interest in statewide initiatives and issues. In other words, the ASCCC Plenary is for any college employee, faculty or otherwise, who wants to expand her boundaries beyond those of her college. We are one California Community College system, the largest and most accessible system of higher education in the world, and these conferences allow us to better serve all our students.

ANSWERS TO ACRONYM BINGO!
Follow links to web sites

DAS – District Academic Senate
CAI – Common Assessment Initiative (now defunct)
ASCCC – Academic Senate for California Community Colleges
C-ID – Course Identification System
ACCJC – Accrediting Commission for Community and Junior Colleges
IEPI – Institutional Effectiveness Partnership Initiative
Ed Code – Education Code
MQ's – Minimum Qualifications
OEI – Online Education Initiative
TMC – Transfer Model Curriculum
PLN – Professional Learning Network
PRT – Partnership Resource Team
CTE – Career & Technical Education
FON – Faculty Obligation Number
PCAH – Program and Course Approval Handbook
SSSP – Student Success and Support Program
TOP – Taxonomy of Programs
CCAP – College and Career Access Pathways
AB 1725 – Legislation that created academic senates (among other things)
GEAC – General Education Advisory Committee
ICW – SB 1440 Intersegmental Curriculum Workgroup
5C - California Community Colleges Curriculum Committee

SMCCCD District Academic Senate President – Leigh Anne Shaw
College of San Mateo Academic Senate President – Jeramy Wallace
Cañada College Academic Senate President – Diana Tedone-Goldstone
Skyline College Academic Senate President – Kate Williams Browne